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ABSTRACT

This booklet contains abstracts describing more than 45 multidisciplinary, basic skills programs that have been validated as successful. The projects have been developed by individual school districts throughout the nation in response to local needs, and are available for adoption by other districts. Introductory materials provide a table of contents, an index of programs by category and by grade level for which programs have been validated. Some programs have been used successfully at grade levels other than those for which they have been validated. Abstracts provide information in several categories, such as audience, project characteristics, requirements, costs, services, and name, address, and phone number of contact persons. (RH)

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Proven Exemplary Educational Programs and Practices:

A Collection from the

Basic Skills-Multi Disciplinary

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INTRODUCTION

The National Diffusion Network facilitates the exchange of information between the developers of successful projects and adopting districts. Many of the projects receive federal funding as Developer Demonstrators to provide teacher training, materials, and technical assistance to those who adopt their programs. Through the State Facilitator Project, the Michigan Department of Education is the principal link between Developer Demonstrators and those adopting new programs. The Department can help in the identification of programs to address current local needs, and in the adoption and implementation process.

The information contained in this booklet presents descriptions of educational programs that have been validated as successful. These projects have been developed by individual school districts throughout the nation, in response to their local needs. The Joint Dissemination Review Panel of the U.S. Department of Education has reviewed and validated the data presented by each project. These programs are available for adoption by other districts.

The following introductory pages contain an alphabetical table of contents, an index of programs by category and an index of programs by grade level(s) for which the programs have been validated. Some programs have been used successfully at other grade levels. This is noted in the abstracts. The Department of Education can assist in adoption of a program only at the grade level(s) for which it has been validated.

For further information about any of these programs, or for assistance in adopting or implementing one of the programs, please feel free to contact Mrs. Patricia Slocum, Michigan State Facilitator, Office of Grants Coordination and Procurement, Michigan Department of Education, Post Office Box 30008, Lansing, Michigan 48909, telephone (517) 373-1806.

May 1987

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BASIC: Basic Adaptable Skills for the Individual Child. Offers training in the Primary Education Program (PEP). The PEP program is a highly structured, sequential, and individualized curriculum in readiness, mathematics and reading.

Audience Project BASIC has been approved by JDRP for kindergarten through fourth grade. The PEP curriculum has been adopted successfully by public and private day care facilities, nursery schools, preschool and elementary handicapped programs, kindergartens and first grades.

Description The Primary Education Project (PEP) was designed for children from preschool through the early primary grades. PEP, an individually prescribed program, is based on the concept that cognitive development proceeds in an essentially hierarchical fashion; certain abilities appear earlier than others, and early appearing abilities comprise building blocks or pre-requisites for acquiring more complex abilities.

The objectives of the PEP program are met by using a combination of structured curricula and informal child selected activities. The structured curricula include components in quantification, classification, visual motor, auditory motor, general motor and letters and numerals. Each component emphasizes student self-management skills, positive reinforcement, continuous pupil progress, accurate and well-defined recordkeeping, and parent involvement. The curriculum is characterized by five critical elements; structured curricula for each content area comprised of a series of behavioral objectives arranged in a hierarchical order by unit and level; an assessment system of criterion-referenced tests matched to curriculum objectives; a management system designed to provide individual prescriptions and learning experiences; individualized instructional materials and teacher-constructed materials; and a monitoring and recordkeeping system depicting the location and mastery level of every student in each area.

The structured curricula just described are complemented by learning experiences in which children are encouraged to integrate and further develop their cognitive skills by engaging in self-selected and self-defined activities, and by interacting with peers in the course of learning tasks. The activities required to keep an individualized classroom running smoothly are termed management skills and are an integral part of BASIC's PEP program.

Requirements The decision to replicate any part of BASIC should be jointly shared by administrators, teachers and parents. Teachers are trained in implementation and monitoring. The Resource Center assists with preservice training and inservice training and provides continued assistance for the first two years. Special emphasis is placed on the individual school's management needs and evaluation.

Costs Cost of replication varies with school size, degree of implementation and equipment already available. The cost for all components of the PEP curriculum will be between $800 and $1000. Minimal replacement costs would be expected in the following years, usually not exceeding $100.

Services Awareness materials are available at no cost. A slide-tape and video tapes are available on loan. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided either at the project site or at the adopter site. Follow-up assistance is available to adopters for one year.

Contact ***Kathleen Haug, Resource Center Coordinator; Sibley School; Montevideo, Minnesota 56265. (612) 269-6471.***

Developmental Funding: ESEA Title I

JDRP No. 74-124 (12/16/74)

BOULDER VALLEY PUBLIC SCHOOLS FOLLOW THROUGH. A program intended to build a strong foundation for success in school among children from low-income families. Approved by JDRP for grades K-3.

Description The Boulder Valley Follow Through program is based on the Bank Street College model. Its purpose is to provide extra support in grades K-3 for low-income children and their families in order to build a strong foundation for learning and school success. The classrooms are activity-oriented, with individualized programs in which children are encouraged to be self-directed learners. Each classroom is organized into learning areas, such as language, math, science, art, and blocks. In addition to their daily work in reading, writing and math, and activities in science, art and blockbuilding, children often cook (with supervision), take field trips, and do woodworking. Children transform everyday experiences into symbols through printing, drawing, and writing. Although all children may read or write at the same time, the work varies from child to child. The program provides health, nutrition, and psychological services to participating children who are eligible for certain medical and dental benefits. A Follow Through nurse makes home visits and cooperates with other staff members to help families meet children's health needs. Parents' needs are met through a variety of activities.

Contact ***Carolyn Topping, Director; Boulder Valley Public Schools Follow Through; P.O. Box 9011; Boulder Co. 80301. (303) 447-1010, ext. 655.***

Developmental Funding: USOE Follow Through

JDRP No. 77-156b (4/22/81)
Recertified (9/85)

CAMBRIDGE FOLLOW THROUGH. Reading, language, and math for children from low-income families. Approved by JDRP for grades K-3.

Description The Cambridge Follow Through Program offers a child-centered curriculum based on elements of the Bank Street College approach to Follow Through. The learning experiences which promote skills in reading, writing, number work, social studies, arts and science are presented as an integrated curriculum. Classroom activities are based on experiences that have practical meaning for the children, and children are encouraged to learn from each other. Each classroom is staffed by a teacher and a paraprofessional, usually a parent.

Comprehensive Services, an important part of Cambridge Follow Through, are provided for each classroom by an interdisciplinary team composed of the teacher, the paraprofessional, a staff developer, a parent liaison, a health worker, and a psychologist or social worker. Working together, this team develops a planning and assessment process to support each child and family. Staff development is offered to all staff. A career development and training program for paraprofessionals includes course work which may be applied to the completion of an Associate's or Bachelor's Degree. Parents are encouraged to volunteer in the classroom and to take an active part in the decisions that affect their children's education.

Contact ***Joseph Petner, Director; Cambridge Follow Through; Cambridge School District; 159 Thorndike St.; Cambridge, MA 02141. (617) 498-9231.***

Developmental Funding: USOE Follow Through

JDRP No. 77-156f (4/24/81)

PROJECT CATCH-UP. A diagnostic/prescriptive program in reading and/or math.

Audience Approved by JDRP for students in the lowest quartile in reading or math, grades 1-6. This program has been used successfully with students at other achievement levels and in grades K-12.

Description Project Catch-Up is a laboratory program of continuous diagnosis and pinpoints teaching in reading and/or math skills for underachieving children that can be adapted into any existing reading or math program.

Classroom and laboratory teachers work closely to identify program participants and formulate a laboratory schedule that does not cause any child to miss reading or math in the regular classroom.

Laboratory teachers identify individual needs by means of continuous diagnostic testing. They then select materials and methods from a wide variety of high-interest resources available in the laboratory to meet the child's needs. Children spend an average of one-half hour per day in the laboratory, in groups of one to four, working with the teacher on skill deficiencies. The program is designed in such a way that each child experiences success and moves toward the acquisition of more difficult skills armed with increased confidence.

A list of recommended instructional materials and equipment, selected by project teachers, is available. Results can be achieved with limited resources if a diagnostic prescriptive method is used in a success-oriented environment.

With a few well-developed techniques, teachers have made participating children feel that the lab is "their lab" to such a degree that it has become necessary to have guest days to satisfy the desire of other children to participate even in a small way in the laboratory. Project Catch-Up's special events for parents consistently draw more parents than any other school function.

Achievement: Students have on the average at least doubled their rate of growth in math and reading skills as measured by the CTBS and THE CAT.

Requirements A school district interested in adopting or adapting Project Catch-Up should be able to: provide a laboratory-type setting of any size (we started in a closet, but at present have a classroom); administer diagnostic tests to participating children; provide professional instruction to meet diagnosed needs; and use high-interest materials insofar as they are available. The project can be adopted by a grade level or a school, and it can offer instruction in reading, math or both.

Costs The Starter Kits are $12. Diagnostic test budget, $.50 per student for math (commercially published); $.92 per student for reading (commercially published). Recommended: $100 to $400 for basic instructional materials, math and reading—non consumable. Optimum: $1,500 per site to enrich instructional materials selection.

Services Awareness materials are available at no cost. Visitors are welcome at project site on Fridays. Project staff are available to attend out-of-state awareness meetings. Training is available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Fay Harbison; Project Catch-Up; P.O. Box 2506; Newport Beach, CA 92663. (714) 548-4240.***

Developmental Funding: ESEA Title I

JDRP No. 34 (4/4/73)
Recertified (10/84)

CHEROKEE FOLLOW THROUGH: A Direct Instructional Model. Reading, arithmetic, language, and Cherokee culture for Cherokee children. Approved by JDRP for grades K-3.

Description Cherokee Follow Through is a planned learning program for Cherokee children beginning with a full-day kindergarten. It employs the DISTAR instructional system in reading, arithmetic, and language, and focuses on Cherokee language and culture. When the children have finished the three DISTAR levels, they move into the regular program of the school's upper elementary grades. In an effort to perpetuate the Cherokee language and crafts, children are given instruction in language and folklore by a full-time Cherokee aide each week and then make pottery, baskets, beadwork, and fingerweaving in the traditional ways. Fast learners in groups of ten, slow learners in groups of five receive instruction four periods a day. Teachers and aides are trained in the techniques of eliciting group response, error correction, reinforcement, and teaching to mastery. One well-trained person can train the entire staff at an adopting site. Criterion-referenced tests and daily data on the children make continuous progress planning possible.

The decision by Cherokee parents in 1970 that the DISTAR materials were most suitable for their children illustrates the extent of parent involvement in the Follow Through program. The Policy Advisory Committee has hiring and firing power and participates in many administrative decisions. Parents are aides, testers, and workers who visit other parents at home. A variety of health services are provided by the project.

Contact *Joyce Dugan, Federal Programs Director; Cherokee Follow Through; Cherokee Elementary School; Cherokee, NC 28719. (704) 497-9131 Ext. 279.*

Developmental Funding: USOE Follow Through

JDRP No. 80-50e (2/13/81)

PROJECT CLIMB (Coordinated Learning Integration—Middlesex Basics). A program for excellence in basic skills in reading and mathematics.

Audience JDRP approved for students of all ability levels K-12.

Description Project CLIMB, a diagnostic/prescriptive approach in the acquisition of mathematics and reading skills, provides a management design for coordinating and integrating classroom and support personnel using existing instructional materials.

A teacher-developed and teacher-tested curriculum component which:

*Identifies reading and mathematics basic skills for grades K-12 in the form of skills arrays.
*Provides an evaluation system in the form of criterion referenced tests for each basic skill identified.
*Provides a recordkeeping system that monitors student progress through Grades K-12.

The training component includes methods for:

*Utilization of the curriculum components.
*Identification and correlation of adopting district's curriculum materials to CLIMB skills arrays.
*Administrative tactics for coordinating classroom instruction with support personnel.
*Classroom implementation.
*Incorporating basic skills into content areas.

Requirements Teachers and administrators participate in a two day training for effective utilization for CLIMB curriculum and management design. A follow-up training session is recommended. Teachers must be supplied with the CLIMB curriculum materials. The program can be adopted in either reading and/or mathematics at any or all grade levels.

Costs Start up costs are approximately $100/teacher for curriculum materials and supplies, including skills arrays, criterion-referenced tests on two grade levels, student recordkeeping folders, class profile sheet and training manual. Maintenance costs are minimal. Training costs are negotiable.

Services Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings. Training is conducted at project site or adopter site. Implementation and follow-up services are available to adopters. All costs are negotiable.

Contact ***Barbara Brenner, Director; Project CLIMB; Middlesex Public Schools; Administration Offices; Kennedy Drive; Middlesex, New Jersey 08846. (201) 968-4494.***

Developmental Funding: NJ TEEA R&D, USOE ESEA Title IV-C

JDRP No. 81-44 (1/28/82)
Recertified (9/85)

PROJECT COAST: Cognitively Oriented Approach to Skills Teaching. A cognitively oriented program for mathematics, language development/writing, and the application of skills through the use of learning centers.

Audience Approved by JDRP for students of all abilities and socioeconomic backgrounds in grades K-3.

Description The goals of Project COAST are growth in mathematics and communication skills through strategies that develop related concepts and provide opportunities for the application of skills. There are three program components: mathematics, language development/writing, and learning centers. A management system for small-group math instruction and the use of relevant manipulative instructional materials support a more individualized approach to concept and skill development. The understanding of mathematical concepts forms the "cubbyholes" within which skills are stored for easier retrieval.

Active units of study for various types of literature form the cognitive framework for expanding skills in oral and written communication. The resulting understanding allays the students' fears of not having "anything to write about." This process utilizes the language experience approach and naturally integrates all of the language arts (speaking, listening, writing, and reading) in a purposeful way. Communications and mathematics skills checklists based on Florida Minimum Performance Standards are available to aid the teacher in documenting student achievement.

Learning centers in the classroom allow children to make choices and work independently as they apply basic skills, solve problems, and make decisions. A well-planned and time-tested management system for centers provides the parameters within which the students are given the motivation and opportunity to be thoroughly involved in their own learning. The teacher's interactions and observations during this segment provide the basis for more appropriate direct instruction.

Requirements Several combinations of program components and training options will be made available in order to meet the specific needs, characteristics, and resources of each site. The adopting district must provide a facilitator (curriculum coordinator or administrative staff member) for an average of one hour per classroom per week to assist in the implementation and evaluation of the COAST program. The program can be adopted by as few as one district facilitator and two classroom teachers.

Costs The adopting district will allocate or secure funds to provide for (1) a part-time district facilitator for local implementation/evaluation, (2) the COAST consultant's travel expenses and per diem, and (3) time, space, and materials for program staff inservice workshops. COAST curriculum materials cost approximately $33 per classroom. Other needed materials are either teacher-made or are those typically found in elementary classrooms.

Services Awareness materials are available at no cost. Demonstration classrooms may be visited upon adoption. Project staff are available to attend awareness meetings (costs to be negotiated). Needs assessment, training, and follow-up services for classroom teachers and administrators are provided at adopter sites (costs to be negotiated).

Contact ***Mary F. Hancock, Director; Project COAST; or David Bidwell, Director; Panhandle Area Education Cooperative (PAEC); 411 West Blvd. S; Chipley, FL 32428. (904) 638-4131.***

Developmental Funding: USOE Follow Through **JDRP No. 77-123c (2/4/81)**

COMMUNITY SCHOOL 6 BRONX FOLLOW THROUGH. A program using positive reinforcement to teach reading, math, and language. Approved by JDRP for grades K-3. Program components have also been used in other settings.

Description The primary goal of this Follow Through program is to produce achievement at or near grade level in reading, math, and language. To achieve this goal, a positive classroom environment is designed relying on systematic motivation, continuous progress monitoring, small-group instruction, in-class staff training, and parent involvement.

Two motivational systems, token economy and performance contracting, are used to increase academic performance. Younger children receive tokens for appropriate academic and social behavior during instructional periods; after each instructional period, they exchange accumulated tokens for special activities of their choice in a back-up period. Older children contract to complete certain amounts of academic work in exchange for special activities. Daily routines and activity schedules are established to ensure that children spend a majority of their school day learning basic skills.

Parent volunteers assist in the classroom on a rotating basis and are trained in behavior analysis techniques, group management procedures, and use of curricular materials. Through parental involvement activities, Follow Through families receive assistance in utilizing social, medical and dental services from community agencies.

Contact ***Ruth Khelseau, Project Coordinator, or Judith A Scher, Trainer; Community School 6 Follow Through; District 12; 1000 E. Tremont Ave.; Bronx, NY 10460. (212) 893-8991 or 542-7676.***

Developmental Funding: USOE Follow Through — JDRP No. 77-120b (4/15/81)

COMPUTER-ASSISTED-DIAGNOSTIC-PRESCRIPTIVE PROGRAM (CADPP) in Reading and Mathematics. A computer-managed program, utilized to generate personalized educational plans (prescriptions) for a diagnostic/prescriptive approach in Reading and Mathematics instruction.

Audience Approved by JDRP as a reading program for grades 3-9 and as a Mathematics program for grades 3-7.

Description The CADPP is a data-based management system which allows a user to load: 1) learning characteristics of individual students, to include age, instructional level and identified learning modality, if applicable; and 2) skill-oriented characteristics of available instructional materials, to include readability level, interest level, and modality utilized, into a computerized filing/retrieval system. Once these files are loaded, the CADPP cross-references these files to match similar student characteristics to material characteristics, and produces customized prescriptions (personalized educational plans) for each participating student, based upon the reinforcement skills requested by the instructor.

In addition to generating prescriptions, the CADPP tracks an individual child's yearly activities and can produce cumulative reports for: skills instructed and skills mastered, with date of mastery; and total listings of all instructional materials utilized during the year, or a designated period of time.

Program effectiveness is documented by a month and a half gain per month of instruction, utilizing the SRA Achievement Series, the California Achievement Test, and the CADPP CRT Series. Sustained gains studies support retention of gains.

Requirements CADPP can be adopted by a single classroom, school, district, or consortium. Adopters must have access to one of the following computers; Commodore Pet or 64; Apple II plus or IIe; Franklin; and/or TRS 80 Model III or IV. In addition, the program requires 2 disk drives and a printer for operation.

Costs A fee of $500 is charged for the CADPP software, which can be copied within the adopting district. Members of consortiums pay a $50 user's fee, and $500 is charged to the consortium. Updates and revisions are forwarded at no extra charge, and consultation from CADPP programs and/or administration is included in this cost. The CADPP Criterion-Referenced Tests (optional material) are available at $3 a booklet; CADPP Formative Test Manuals (optional material) are available for $10 a manual. Training manuals are $10 each.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Demonstration sites are also available for visitation by appointment. Project staff and certified trainers are available to attend out-of-state awareness meetings; conduct training either at adopter site, or developer/demonstration sites; and to provide follow-up services at adoption site and/or through written correspondence and telephone consultation. Costs are negotiated for services that require travel for CADPP staff.

Contact ***Debra J. Glowinski, Federal Programs Director; Office of Federal Programs, Buckingham County Schools; P.O. Box 292; Dillwyn, VA 23936. (804) 969-3111 or (804) 969-3112.***

Developmental Funding: USOE ESEA Title I

JDRP No. 79-15 (6/12/79)
Recertified (12/84)

COMPUTER UTILIZATION IN EDUCATION (CUE). A remedial reading and mathematics program utilizing microcomputers.

Audience Approved for educationally disadvantaged students in grades 3-8.

Description The overall goal of Project CUE is to increase achievement in reading and mathematics through use of the micro-computer as an integral part of the instructional and management processes, coordinating classroom instruction with Title I supplemental services. CUE is a sequentially organized, criterion-referenced reading and mathematics curriculum which can be adapted to incorporate both a state syllabus and local curriculum objectives. Criterion-referenced objectives are correlated with the skills continuum of commercially developed, computer-assisted, instructional programs and other commercial materials. The CUE curriculum includes assessment techniques which may be utilized for the purposes of student diagnosis, placement, and instructional management. The program is designated for a laboratory setting but may be used as an in-class program. Students are scheduled for five 30-minute sessions of remedial instruction per week. Time on the computer will vary depending upon student remedial area(s) and instructional needs. A student is scheduled to use the computer daily for approximately 15 minutes per session, 75 minutes weekly. The student spends remaining instructional time on reinforcement activities or on alternate, related instructional materials. One microcomputer can service 24 target students, based on a six hour day. Planning time is provided for the laboratory staff on a daily basis. Teachers, administrators, support staff, and CUE staff utilize the laboratory to access student records (criterion-test results and computer-managed instruction test results) to monitor and access student progress. These records can be viewed on a terminal or produced as a printout. Keeping the equipment in a laboratory setting allows flexibility in teacher-student scheduling and permits additional classroom coordination in the use and development of microcomputer instructional materials which correlates to the project-developed reading, mathematics, and computer awareness curricula. Using the Iowa Test of Basic Skills (Reading Comprehension and Total Math), gains of project students exceeded the expected gains based on comparisons with the norming sample. The percentage of students scoring below the 34.4 NCE on the Reading Comprehension subtest declines from year to year; 20% of the students achieve a posttest score at or above the 41.9 NCE and no longer need program intervention.

Requirements Project CUE may be implemented at the school or district level. Supervisory personnel, a certified reading teacher and a paraprofessional should participate in training activities. Attendance in a one or two-day workshop is essential to understand the CUE process, determine curricula needs, and gain in microcomputer skills. After program implementation, follow-up visits are made by demonstration staff.

Costs Installation costs vary greatly regarding equipment needs, commercial software purchased, and to what degree of implementation a district desires. As the number of students in the program increases, the cost decreases proportionately. One set of training manuals, materials, and on-site training is provided by the Project; adopters pay own travel and lodging expesnses.

Services Visitors are welcomed by appointment. Awareness materials are available at no cost. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays its own costs). Training is also conducted at adopter site (costs to be negotiated).

Contact ***Carol Heiselman/Director, Christine Gilbert/Demonstrator; Project CUE; Central Square Central School District; Central Square Central School District; Main Street; Central Square, New York 13036. (315) 668-2611, Ext. 265.***

Developmental Funding: JDRP No. 83-36 (3/28/83)

DAYTON DIRECT INSTRUCTION FOLLOW THROUGH RESOURCE CENTER. A program emphasizing small-group face-to-face instruction by teachers and aides using carefully sequenced lessons to achieve proficiency in reading, math, and language. Approved by JDRP for K-3.

Description The Dayton Follow Through Program attributes its success to: a system of carefully sequenced skills in reading, math, and language programmed for teacher use; highly specific teacher training; and careful monitoring of student progress. A positive-reinforcement management system is employed.

Teaching is by direct programmed instruction consisting of a fast-moving series of programmed questions and answers. This involves frequent verbal responses by the children, and requires basic teaching techniques to hold children's attention. The following represents a basic teaching sequence: teacher presents a task from a developed manual, using specified questions; children repond verbally; teacher evaluates their answers, reinforcing good responses; teacher uses a specified procedure to correct wrong answers; all tasks in a lesson are completed, following steps 1 to 4; children are given take-home materials related to the lesson, which are later reviewed in class.

Another aspect of the program is active parent involvement—as members of the Parent Advisory Council; as participants in classes, in which they are taught how to teach their children using the program instructional model; and as classroom volunteers or paid paraprofessionals.

Contact ***Willetta C. Weatherford, Director, or Jeannie Boeke, Consultant; Dayton Follow Through Resource Center; 4280 N. Western Ave.; Dayton, OH 45427. (513) 262-3745 or (collect) (513) 461-3301.***

Developmental Funding: USOE Follow Through

JDRP No. 77-132 (8/24/77)
Recertified (2/85)

DEFICIENCY SKILLS LEARNING LAB. A learning lab designed to teach the basic skills of reading, language arts, and mathematics to low achieving junior and senior high school students.

Audience Approved by the JDRP for all students grade K-8.

Description The purpose of the learning lab is to provide students with effective instruction in order to master essential basic skills in reading, language arts, and mathematics. The skills will enable students not only to survive in the "real world" but also to learn advanced secondary subject matter. The program thus provides junior and secondary students, who are "at risk" for possible school failure and illiteracy, with a bridge to the future.

The educational significance of the program has been demonstrated by students using pre/post test results on the California Achievement Test and the Stanford Diagnostic Reading and Mathematics Tests. Gains made by the students over a five-year period have been greater than conventional standards for determining educational significance.

Requirements In order to adopt this program, a school must: (1) implement the diagnostic assessment, educational prescription and curriculum components; (2) commit necessary resources (i.e., staff and classroom space) to operate the program; and (3) support the philosophy of the program.

Costs Costs will vary depending on the adopter's expertise and curriculum components. Because enrollment in the program is substituted for regular classroom enrollments in reading, language arts and mathematics, no additional teachers need to be hired in order to operate the program. Costs (based on 150 students) include staff training ($500) and materials and consumables ($1,150), for a per student cost of $10.66.

Services On-site visits are welcome and project staff are available for inservice training (cost to be negotiated).

Contact ***Mrs. Sandra R. Lay, Seneca High School of Oconee County, Seneca, South Carolina 29678. School District (803) 882-4619 or (803) 638-9691.***

Developmental Funding: Appalachian Regional Commission JDRP No. 85-2 (2/26/85)

EAST LAS VEGAS FOLLOW THROUGH: A Direct Instruction Model. Reading, math, and language for bilingual, bicultural children in rural communities.

Audience Approved by JDRP for grades K-3.

Description The goal of the East Las Vegas Follow Through project is development of enthusiastic and successful students through use of a variety of basal reading and math series along with the highly structured DISTAR system for reading, math, and oral language. In each subject, teachers work with skill lists to anticipate where children should be at the end of each school year.

Independently and in small groups based on ability, children work 90 minutes daily on both oral and silent reading instruction and activities. Special correction procedures, frequent opportunities for student oral and written responses, and biweekly criterion-referenced testing and reporting are essential elements of the program.

Children with limited English-speaking ability are taught in their native language by teachers and aides using locally developed materials. Children are encouraged to take pride in their cultural heritage by learning the songs, games, foods, folk dances, and customs of northeastern New Mexico.

Follow Through students (grades 1-3) scored at or above the national median in math or reading (as measured by the Comprehensive Test of Basic Skills). This is higher than would be expected on the basis of pretest scores for this population.

Requirements The adopting district may choose to implement the program throughout the entire district, in one school, or in only one classroom. An adopter may start with one subject area only on the 1st level, i.e., Reading Level I followed by Reading Level II, Language Levels I and II, Arithmetic Levels I and II, or any combination of these. If adopting several subject areas, the services of an instructional aide would be required. Initial training is important and a later follow-up site visit is advisable.

Costs Initial one-time expenses: teacher presentation materials, approximately $200 per classroom per subject; Level II Readers, approximately $120 per classroom. Consumable student materials are approximately $7.50 per child. A wide variety of commercially available materials found in most classrooms is used.

Services A Follow Through Resource Center. Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training available at project or adopter site (costs to be negotiated).

Contact ***Ann Costello, Director; East Las Vegas Follow Through; Las Vegas City Schools; 901 Douglas Ave.; Las Vegas, NM 87701. (505) 425-6784.***

Developmental Funding: USOE Follow Through

JDRP No. 80-50f (2/13/81)
Recertified: (3/85)

ENRICHING THE CURRICULUM: (ETC). An exemplary project which involves the community in providing remedial instruction in reading and math to children who live in Chapter I designated areas. Approved by the JDRP for educationally disadvantaged students in grades 2-6.

Description The program provides intensive individualized remedial math and/or reading instruction. The basis of the program is a diagnosis of the educational strengths and weaknesses of each child and the writing of an individulaized prescriptive educational plan. All teachers are remedial specialists and all aides are parents of children in the community. Specialists are responsible for the diagnosis and design coordination with classroom teachers, and supervision of parent aides. Parent aides follow lesson plans and tutor children four or five times per week for 30-40 minute periods either individually or in small groups. The specialist reviews the prescriptive program of each child, writes lesson plans for the following week, and teaches a model lesson to children who are working with the aide. When a child is accepted into the program, the classroom teacher receives a diagnostic summary and a copy of the educational plan. Teachers meet regularly to exchange information on specific skills needs. A parent coordinator is employed to serve as a liaison between school and parents and to increase parental involvement in the program. Children graduate when their training and/or math performance is at grade level or above according to the California Achievement Test and individual diagnostic tests.

Contact ***Charlotte S. Laven, Project Coordinator; ETC Project; Brookline Public Schools; 25 Kennard Rd.; Brookline, MA 02146. (617) 734-1111, ext. 183, 118.***

Developmental Funding: USOE ESEA Title I

JDRP No. 81-48 (3/25/82)

EVERY STUDENT EVERY DAY. A diagnostic/prescriptive program designed to meet the fundamental language, reading, and arithmetic skill needs of children in grades K-8 who score in the bottom CTBS quartile.

Description Ongoing diagnosis of pupil need is the core of this program. Each day's teaching-learning experience is specific to each child. Teachers and paraprofessionals are used to maintain a ratio of 4 or 5 children per adult. An optical mark reader that scores each teaching practice or exercise the moment the student finishes it makes immediate shifts in teaching strategy possible and acts as a strong motivator for students and teacher. Students attend special classes for 45 minutes daily. Each student's program provides 3 changes of activity during the period to assure full concentration. The program is an instructional management system using every possible strategy to insure that the right instruction reaches each student when it can be most effective. Test and practice materials copyrighted as the "Precision Teaching Program" form the major part of the program. Some commercially available materials have been adapted for machine scoring, and teachers and aides are shown ways of developing their own materials. A week-long workshop before the start of the school year is followed by biweekly half-day meetings. Teachers and aides are taught to individualize instruction, recognize and teach to student's need, use commercial materials properly, and build materials. The self-correcting feature gives the program potential for meeting the instructional needs of any group of students in any region.

Contact ***Carlton M. Singleton, Project Director; 3908 So.12th St.; Arlington, VA 22204. (703) 521-3885. Darryl Boudreaux, Federal Project Administrator; St. Mary Parish School Board; P.O. Box 1239; Morgan City, LA 70380. (504) 384-1250.***

Developmental Funding: USOE ESEA Title I

JDRP No. 78-198 (11/27/78)
Recertified (11/84)

FLINT FOLLOW THROUGH. A Direct Instruction Model.

Audience Approved by JDRP for grades K-3. The project was developed for educationally and economically disadvantaged students.

Description In practice since 1969, educationally disadvantaged students have grown significantly in basic skills development as well as in their ability to more accurately perceive themselves as worthy, capable people.

Teaching materials are the highly structured, carefully sequenced, scripted lessons of READING MASTERY and DISTAR Language and Arithmetic. Each area is taught in daily 30-minute blocks. Increased achievement is attained by reciprocal teaching requiring a high degree of students time on task; multiple-response techniques to increase guided practice of new skills and prescribed procedures for evaluating students. Independent work activities review, reinforce and integrate the skills mastered in the directed lesson. Individual student progress is regularly monitored through criterion-referenced materials.

Students in the Direct Instruction program score significantly higher on achievement tests in reading, language, and mathematics than students from similar background not in the program. Results of the SRA Achievement Test show gains meeting or exceeding national norms in all areas.

A parent coordinator promotes an active parent involvement program.

Requirements Program components are correlated but may be adopted individually based on LEA needs. An adopter must agree to a two-year implementation, provide pre and post test data and purchase teacher and student materials.

Costs Costs are release time for staff development and materials. Teacher materials are a one-time purchase at $250 per curricular area. Consumable student materials are approximately $10 per student, per curricular area, per year.

Services A Follow Through Resource Center. Descriptive materials, on and off-site awareness sessions, staff development and bi-monthly consultant visits are available at no cost to the adopter.

Contact ***Edward J. Hansberry, Director; Flint Follow Through; 923 E. Kearsley St.; Flint, MI 48502. (313) 762-1452.***

Developmental Funding: USDE Follow Through

JDRP No. 77-122 (8/17/77)

FLIPPIN FOLLOW THROUGH. A Direct Instructional Model. Basic reading, arithmetic and oral and written language for economically disadvantaged children. Approved by JDRP for grades K-3. Approved grade levels are based on claims for children in the audience for four full years.

Description The goal of Flippin Follow Through is to give economically disadvantaged children a firm background in reading, mathematics, oral and written language, spelling, science and social studies so that they may compete later in life with their peers for higher education and vocational opportunities. The DISTAR Instructional System is the core of the program, with three programmed levels each in reading, arithmetic, and language.

The three levels of reading progress from decoding and basic comprehension through increasing basic comprehension through increasing fluency and accuracy, to reading for new information, for understanding and to applying rules and principles. Arithmetic is taught by a problem-solving approach, progressing from basic addition and subtraction to multiplication and fractions, regrouping, measurements, long division, and column addition, and involves many story problems. The language sequence teaches standard spoken English and language as a basis for reading comprehension. Names and classes of objects and concepts, logical processes, spelling, punctuation, rules of grammar, and writing are all features of the language sequence. Learning tasks are presented in small groups by the teacher or specially trained aide. Techniques used are: teaching to mastery, group response, positive reinforcement, immediate correction of errors, individual turns, and pacing.

Contact ***Rosalee Wade, Director; Flippin Follow Through; P.O. Box 256; Flippin, AR 72634. (501) 453-2234.***

Developmental Funding: USOE FOLLOW THROUGH JDRP No. 80-50d (12/29/80)

GAMES CHILDREN PLAY—ATLANTA FOLLOW THROUGH/INTERDEPENDENT LEARNING MODEL. Uses instructional games and other self-management techniques for children to help them learn problem-solving skills and to reinforce basic skills.

Audience Approved by JDRP for grades K-3. This program can be used with grades 4-6.

Description The four major Interdependent Learning Model (ILM) developmental goals are independence, interdependence, positive self-concepts, and positive attitudes toward learning. Learning activities are designed to promote these goals and to reflect the culture and environment of the children. Classroom management, which includes room arrangement, grouping, scheduling, recordkeeping, evaluation, classroom rules, and team functioning, is one of the most important model processes used to accomplish these goals. Children work in small groups, independent of direct adult participation. Heterogeneous skill-level grouping is encouraged so that children learn from their peers. Children schedule the majority of their own work activities and record and evaluate the results of their own work.

The model combines principles of programmed instruction, cognitive-developmental, and group process theories. A variety of instructional game formats is used to implement these principles. The Transactional Instructional Games are Table Games, Conversation Games, and Street/Folk/Musical Games. Instructional content is "plugged in" to the games according to the children's needs and levels. The Integrated Skills Method of teaching reading is used to coordinate small-group reading instruction in the Direct Approach to Decoding, with the basal series used in individual schools. All instructional processes—instructional games, classroom management system, and reading program—help children to achieve the four major goals and enable teachers to be responsive to children's interests and learning styles.

Requirements Program may be implemented in a single class, grade level, or all grades. It is desirable for supervisory personnel to participate with teachers in the training. Training for math adoption requires three days, and for a reading adoption, five days. Implementation must be for at least one year.

Costs Approximate costs for math adoption per classroom: $83.00 (six manuals and classroom materials). Approximate costs for reading adoption per classroom: $103.00 (eight manuals and classroom material).

Services Awareness materials are available at no cost. Visitors are welcome by appointment for guided classroom visits at the project site. Training is available at the adopter site (travel and per diem costs to be negotiated), or at the project site (adopter pays only its own costs). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Stella S. Lewis, Director, Follow Through Program and Follow Through Resource Center; Atlanta Public Schools; 551 Houston Street, Northeast; Atlanta, GA 30312. (404) 681-7909.***

Developmental Funding: USOE Follow Through JDRP No. 77-121 (8/17/77)

GEMS: GOAL-BASED EDUCATIONAL MANAGEMENT SYSTEM. A goal-based educational management system developed to support diagnostic/prescriptive teaching for mastery learning.

Audience Approved by JDRP for grades K-6. This program has also been used with grades 7-12.

Description With GEMS, teachers can efficiently diagnose skills in reading and prescribe learning activities for mastering these skills. GEMS defines reading in terms of units of study (goal-units) for each grade level. The goal-units are divided into six strands—phonics, structure, vocabulary, comprehension, study skills, and affective reading. Pre- and posttests are provided for each goal-unit, and placement tests are provided for each strand to help teachers diagnose the appropriate instructional level for each student. Multiple strategies and materials to aid in teaching for mastery are identified and coded to the GEMS Reading System. A GEMS Book is provided for each level; these books are intended to be used by the teacher as a guide in implementing the program with students. Each book contains introductory information; goal-units, pre- and posttests, test keys; model strategies for each goal-unit; and an appendix of information and teacher resources.

GEMS reading incorporates three basic retrieval systems: paper and pencil, key sort cards, and computer. Retrieval systems are developed to monitor student progress and to aid teachers in grouping students in instructional sequences. Mastery tests are available to check for learning retention and competency relative to graduation requirements. GEMS makes it possible for teachers to pursue the goal of mastery learning by identifying and communicating to students what they are expected to learn, indicating the appropriate level for instruction, and accommodating a variety of teaching approaches to meet student needs. GEMS places accountability of student and teacher in proper perspective by helping teachers evaluate the quality of their own teaching as well as their students' performance. The staff development component of GEMS reading is designed to train teachers and administrators in the use of the management system for diagnostic/prescriptive teaching. Workshops include: the GEMS Book, Material Management, Procedural Guidelines, Reading Process, Directed Reading, Classroom Management, Testing and Retrieval.

Requirements GEMS can be implemented by a grade level, a reading department, a school, or a district. Twelve hours of staff training are required to begin the implementation process. At least one follow-up session is recommended. A GEMS teacher's manual is required for each teacher and administrator. Development of local leadership is emphasized.

Costs Costs are contingent upon group size, location, and levels implemented. Materials cost is $50 per teacher for a grade-level GEMS Book with tests and strategies. Maintenance costs can be absorbed within a regular school budget.

Services Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project director is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site or at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Beverly Lloyd, GEMS Project Director; Jordan School District; 9361 S. 400 East; Sandy, UT 84070. (801) 566-1521.***

Developmental Funding: USOE Right to Read JDRP No. 79-2 (2/16/79)

HAWAII FOLLOW THROUGH PROJECT. A comprehensive program including an experience-based skills curriculum for children in multilingual classrooms. Approved by JDRP for grades K-3.

Description Based on the Bank Street College of Education developmental-interaction model, the purpose of the Hawaii Follow Through Project is to further the cognitive, affective, social and physical development of low-income children. The experience-based integrated curriculum is expected to motivate the children to engage in both formal and informal classroom activities as well as to develop children's attitudes toward other people. The teacher's consideration of the children's developmental needs and levels of interest and learning styles results in individualization of the curriculum. In addition, ongoing assessment and child study are important aspects of each teacher's functions. The language experience approach, which integrates oral language, reading, and writing instruction and which makes learning relevant and meaningful, is considered especially appropriate for children with mixed language backgrounds. The integrated curriculum allows for practice in applying math skills, especially through social studies activities. Classrooms staffed by a teacher and an aide are set up as workrooms for self-directed learning and children are encouraged to take responsibility for the materials they select and use. A supportive learning environment permits child-child and adult-child interactions as part of the daily learning process.

Contact ***Janet Sumida, Director; Hawaii Follow Through Project; Hawaii State Department of Education; 2106 10th Ave.; Honolulu, HI 96816. (808) 737-1949.***

Developmental Funding: USOE Follow Through JDRP No. 77-156c (4/22/81)

HIGHER HORIZONS 100. A program for underachieving students, many with reading problems, with a coordinated effort in language arts development in all content areas. Approved by JDRP for students in grade 9 with reading retardation problems. This program has also been used in grades 7, 8, and 10 with students who have reading retardation problems.

Description The primary goal of the reading section of the program is to enable a student to make eight months' reading progress during the school year and thereby regain lost ground. Other goals are improvement of speech, mathematics, science, and social studies; helping students to adjust to high school behavior patterns; expanding students' background of experience; and improving self-concept. After completing one year in the program, students are evaluated and may return to the regular school program. Enrollees are within normal range of intelligence and without serious emotional problems but have one to four years of reading retardation. The speech of many is affected by a second language or dialect. Students are counseled frequently by the Higher Horizons counselor and instructors. The counselor-student ratio is one counselor to 100 students. Collaboration between instructors in the various subjects makes it possible to remedy weaknesses in language arts and other classes.

Contact ***John Di Benedetto, Resource Coordinator; Higher Horizons 100; Hartford Public High School; 55 Forest St.; Hartford, CT 06105. (203) 278-5920. Robert Nearine, Evaluator, Hartford School System; 249 High St,; Hartford, CT 06103. (203) 566-6074.***

Developmental Funding: State Aid to Disadvantaged Children JDRP No. 74-26 (4/29/74)

I.M.P.A.C.T. (Improve Minimal Proficiencies by Activating Critical Thinking) A staff development project to infuse critical thinking skills into the basic skills curriculum, especially language arts and mathematics.

Audience Approved by the JDRP for seventh to ninth grade students in or near the normal intellectual range.

Description **Project IMPACT combines staff development and curriculum materials for the direct teaching of critical thinking while improving students' basic skills in language arts and mathematics. IMPACT's instructional approach has three essential components: (1) a universe of 22 critical thinking skills; (2) a model lesson format; (3) 10 teaching behaviors that activate student use of critical thinking.**

The training and materials model proven methods for integrating subject-matter content with such thinking skills as Comparing and Contrasting, Classifying, Ordering, Patterning, Identifying relevant and irrelevant information, Cause and Effect relationships, Predicting, and Logical reasoning. Program validation has shown that IMPACT students significantly ($p<.01$) outperform similar students in mathematics applications, reading comprehension, and critical thinking skills after only one semester in the program.

Teachers are trained to easily integrate the three key IMPACT components by using sixty model lessons in either language arts or mathematics. The lessons demonstrate both planning and instructional elements. The lesson design, based on the Hunter model, incorporates the *instructional elements* of Orientation, Direct instruction, Guided-practice, and Closure. The *planning elements* include the identification of thinking skills implicit in the standard curriculum, the prerequisite thinking skills, behavioral objectives, and materials and equipment.

During Level I training, experts demonstrate ten teaching behaviors that encourage and reinforce the thinking skills (e.g. cueing, probing, and reflecting with wait-time). Trainees receive supervised practice for lesson reinforcement and integration.

Requirements **Impact training occurs at two levels.** The project recommends that a district enroll a team of teachers and their site administrators in Level I training, an intensive 18-hour inservice that models the infusion of the IMPACT approach. Level II training, for which Level I is a prerequisite, is invitational. To become a District/Site Coordinator a Level I graduate must have taught 20 IMPACT lessons, filed a plan to implement IMPACT for 1 year, been appointed by the district, and been trained at a Level II seminar.

Costs *Level I* training (18 hours) is $200/person, $500/Team of two teachers and their site administrator plus $35/person for the Training Manual. The *Level II* seminar is invitational, at no cost to any district with 30 or more *Level I* graduates. The IMPACT kit (sold to trainees only) is $150 for language Arts handbook, Mathematics handbook, Universe of Critical Thinking Skills wallchart, HELP kits for student homework, and four filmstrips with audio tapes. Trainees can request price list for separate items. An awareness videotape (16 minutes) is available on loan at no charge.

Services Project IMPACT staff arranges technical assistance and in-district training on a *cost-recovery* basis.

Contact ***S. Lee Winocur, Ph.D., National Director, Project IMPACT; Orange County Department of Education; P.O. Box 9050; Costa Mesa, CA 92628-9050. (714) 966-4375.***

Developmental Funding: JDRP No. 83-17 (3/8/83)

LEFLORE COUNTY (MISSISSIPPI) FOLLOW THROUGH RESOURCE CENTER: A program based in part on the theories of Jean Piaget and the philosophy of John Dewey that blends open-ended, child-initiated activities with teacher-structured lessons. Approved by JDRP for K-3, school administrators, teacher trainers, para-professionals, and teachers.

Description The Leflore County Follow Through program employs the High/Scope cognitively oriented curriculum as a framework for education. This curriculum was developed by the High/Scope Educational Research Foundation of Ypsilanti, Michigan. Children assume responsibility for their own learning by planning self-initiated activities, carrying out their plans, presenting what they have learned, and sharing their experiences with others. Teaching teams structure specific learning experiences based on children's needs and their ability to learn a concept or skill. Adults help children apply acquired skills within student-initiated projects. Through this process, children become knowledgeable in the areas of writing and reading, mathematics, science, social studies, music, physical education, health, and safety. Recognizing that parental commitment to children's education is a major factor in a child's school success, the Leflore County Follow Through project has developed and implemented a parent program that takes the school to the home and brings parents to the school. Parents participate in classroom activities and workshops. Through these efforts, parents have contributed their knowledge, skills, and resources to the school's educational goals. Statistical analysis of test scores comparing Follow Through children's achievement over the last 3 years with those of non-Follow Through district students show significant increases in the Follow Through children in reading, mathematics and language.

Contact ***Ann Adams: Educational Service Building; 1901 Highway 82 West; Greenwood, MS 38930. (601) 453-4819 or 453-8566.***

Developmental Funding: USOE Follow Through JDRP No. 77-123 (8/18/77)

MODEL CLASSROOMS' Computerized Classroom Management System (CLASS). A classroom management system that allows each student to work within the regular classroom at his or her individual math, reading and language achievement levels.

Audience Approved by JDRP for all students of all ability levels, grades 1-6. Software can also be used for secondary programs.

Description This Washington State program was developed by Urban Rural Racial Disadvantaged (URRD) funds to remedy the basic skills deficiencies of disadvantaged students. The classroom management system was subsequently refined for use by all students in regular classrooms. The program usually takes place in the morning and lasts until lunch. During this time, students work independently and in small groups on assignments keyed to their individual achievement levels. These assignments are determined in student-teacher conferences. Bicultural students can receive assignments in their native language if they prefer. This classroom management system teaches students how to become responsible for their own learning. They, with their teacher determine the rules and procedures to be followed in the classroom, and they perform the daily chores required to maintain an orderly work environment. Student progress is assessed weekly. Students have access to their personal progress records and are responsible for suggesting the direction of their program for the following week.

A training workshop is conducted either at the adopter site or at a regional workshop. During the workshop, participants learn to select and organize placement tests, cross-reference materials, design class profile sheets, and establish a student-managed classroom organizational plan.

Model Classrooms' Computerized Classroom Management System (CLASS) consists of three separate programs: a file initialization program which establishes a student record file, an assignments file, and a chapter objectives file; a student update program; and a report generator which prepares and prints student prescriptions, class profiles, and student summaries. The CLASS system is available for the Apple II and TRS-8O Models III and IV.

Requirements Workshop participants must supply the following materials and equipment: a textbook for any subject or 10 objectives and assignments for students. CLASS can be implemented in any classroom environment with an unlimited number of students.

Costs Cost for the training workshop is negotiable. All participants receive a comprehensive instructional manual on the application of CLASS in the classroom management setting. The disk with the three software programs is also included. No special materials are required when participants return to their classroom.

Services Awareness materials are available at no cost. Training is conducted at a regional site usually after school or on a Saturday. Implementation, software modification services, and follow-up are available to adopters.

Contact ***Sherry Avena; Model Classrooms; 4095 173rd Place S.E.; Bellevue, WA 98008. (206) 746-0331.***

Developmental Funding:
Ed. Regional Research Prog., Voc. Rehab. Coop. Research Act, and State JDRP No. 78-170 (3/27/78)

OUTCOMES—DRIVEN DEVELOPMENTAL MODEL (ODDM) A program providing a systems approach to achieving excellence for all students.

Audience Approved by the JDRP for students in mathematics and reading programs, grades K-8.

Description The Outcomes-Driven Developmental Model (ODDM) program constitutes a systems approach to achieving excellence for all students. All facets of school operation must, therefore, under examination and systematic change, respond to the needs of students, and align with the mission of the organization—excellent student achievement. School districts replicating ODDM would follow the process used by Johnson City. Virtually all students, according to the research can achieve at high levels if appropriate conditions exist; therefore, excellence for all is a mission rather than a platitude.

The ODDM staff develops specific beliefs about learning rates and styles. The research states that the probability of high achievement is greatly increased if students have mastered the prerequisites for a given set of objectives. The importance of ensuring rather than guessing or assuming that students have mastered the prerequisites is a guiding belief about good instruction. The ODDM staff must come to believe that the emphasis should be on the prevention, rather than remediation of learning errors. These and many other beliefs, which are rooted in the research literature, provide vital bases for the program.

Requirements The project may be adopted by a single school district or by a federation of school districts. Adopters must commit to 6 phases of implementation. The first 3 phases emphasize training; the last 3 phases emphasize implementation. Adopters must be willing to examine all facets of school operation to enhance the overall effectiveness of the school or district. A leadership team is required: the principal of each building involved, an instructional leader from Central Office, at least 3 teachers, School Board representatives, and if a middle school is involved, instructional leaders from each of the major disciplines. Completion of the 6 phases requires from 12 to 24 months.

Costs Personnel training (a total of 15 days for the leadership team) $9,000; School Board training (for a 3-member team at Johnson City, $720 (plus transportation, room and board, etc.); equipment and materials $1,500; Technical Assistance (on-site by Project Staff), approximately $5,000. The total approximate cost for implementation (over a two-year period) $16,000.

Services Awareness materials are available at no cost. Visitors are welcome at the project site by appointment. Project staff can attend out-of-state awareness meetings, cost to be arranged.

Contact ***Dr. Frank Alessi; Johnson City School District, 666 Reynolds Road; Johnson City, N.Y. 13790; (607) 729-9211.***

PHILADELPHIA FOLLOW THROUGH BEHAVIOR ANALYSIS REOURCE CENTER (BARC). A training center for administrators, teachers, paraprofessionals, and parents, with a fulltime commitment to demonstrating the entire program from pre-school through 8th grade.

Description The program consists of a wide array of systematic techniques capable of creating an educational environment to accelerate the social and academic development of children. Training can be tailored to meet specific site requirements. Areas of concentration include: understanding human behavior; behavior modification; reinforcement strategies; room arrangement; learning styles; learning packets; kit making; programming; team learning; and aide and parent involvement. The instructional program utilizes team learning, small group/individualized instruction strategies with emphases on Basic Skills. Target Teaching, a computerized monitoring scheme, emphasizes selecting year-end goals for students at or above grade level, as well as "catch up" students, and provides bi-weekly progress and target information. Motivation and positive reinforcement permeate the classroom. Tangible reinforcement systems are utilized to increase time-on-task and mastery of social skills and academic information.

Contact ***Leontine D. Scott, Executive Director, Early Childhood Education, Administration Building, Room 226, School District of Philadelphia, 21st and the Parkway, Philadelphia, PA 19103. (215) 299-7839.***

Developmental Funding: USOE Follow Through JDRP No. 77-143 9/1/77

PLATTSBURGH FOLLOW THROUGH PROGRAM. Reading, math, and language for children from low-income areas.

Audience Approved by JDRP for grades K-3.

Description The goals of the Plattsburgh Follow Through program are to prevent economically disadvantaged children from failing in reading and math and to promote development of their language skill. Initial and ongoing assessment, weekly meetings of the entire staff, periodic reviews of each child's reading and math programs, and staff development in Bank Street College of Education theories and practices are the means used to attain the program's goals.

Rather than being directed by their teacher, the children help shape their own activities. They work independently, in small groups, or singly with the teacher or aide on such projects as sand and block construction, art activities, cooking, dictation, journal writing, measurement, and science experiments. The classroom setting is tightly organized, giving children the opportunity to express themselves in words and actions and to work with each other.

Home visits, trips for parents and children, and participation by parents in the classroom are fundamental to the program. Parents are also actively involved in decision making in all aspects of the program. In addition, parents are offered a variety of practical and academic courses and workshops with community agencies.

Requirements A one- to two-week preservice workshop is required for instructional staff. Area must be provided for establishment of a learning center. A philosophy of supportive interaction must be established and maintained between all involved personnel—teachers, students, parents, aides. Ongoing staff development is an important aspect of this program. Bank Street College may provide training.

Costs Cost of adoption depends on program size. Release time must be provided for teachers to attend a preservice workshop.

Services A Follow Through Resource Center. Awareness materials available at no cost. Visitors welcome at project site by appointment. Contact the project about training.

Contact ***Robert Garrow, Director; Plattsburgh Follow Through Program; Monty Street School; Monty St.; Plattsburgh, NY 12901. (518) 563-1140.***

Developmental Funding: USOE Follow Through JDRP No. 77-156h (4/24/81)

PROVISO READING MODEL. A program of structured sequential activities for language arts, mathematics, and science courses to remedy serious reading problems among students in grades 9-12.

Audience Aproved by JDRP for grades 9-12.

Description The Proviso Reading Model is a four-year program. Ninth-grade students identified as disabled readers enroll in the program's Level I courses in English, general science, and math fundamentals. In tenth, eleventh, and twelfth grades, students who have not yet developed the skills required to enter one of the district's nonremedial English curricular sequences are enrolled in program courses for Levels II, III and IV. The Proviso Reading Model is based on four convictions: that poor readers can improve, even in high school if reading is a major thrust of the total curriculum; that a sound high school reading program must be based on a definition of reading as a thinking skill; that the skills that make up what is generally defined as reading (linear reading) may be learned through carefully devised visual literacy (media reading), composition, oral communication, mathematical computation, language, and listening activities within courses in English, science, and mathematics than in pull-out tutorial or remedial activities not part of the regular curricular offerings; and that materials and strategies attractive enough to make reluctant students excited about learning do exist. The organization of Level I allows for a variety of teaching strategies. Activities can be directed by a single teacher with a general background in language, composition, and reading. If there are enough students, the course can be taught by a team of three teachers, each of whom directs the activities of one specific area—reading, media, or composition. Math and science are taught by regular classroom teachers using materials devised by district reading specialists. In Levels II, III and IV, students continue to develop linear and visual reading skills while applying these to the development of skills in composition, speech, and media. A curriculum guide, with single copies of all instructional materials, is available for each level.

Requirements A successful adoption requires no specialized facility nor additional staff. It does require active administrative support and staff members with demonstrated concern and interest in the teaching of reading (if no academic background). Above all, staff members must be willing to use highly structured sequential materials. Adopter school needs will determine the number of training days (1-3) and follow-up meetings.

Costs Curriculum guides for each course cost $50.00 per copy. A wide variety of commercially available materials may be used. Adopter assumes the cost of releasing staff for training and follow up. (Costs for trainer's travel and per diem can be negotiated.)

Services Awareness materials in limited quantity are available at no cost. Visitors are welcome at demonstration site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at adopter site or at demonstration site (costs to be negotiated). Follow-up and assistance with evaluation are available to adopters (costs to be negotiated).

Contact ***Dale Crawford, Project Director, or Mary Lou Crawford, Project Coordinator; Proviso Township High Schools, District No. 209; 807 S. First Ave.; Maywood, IL 60153. (312) 344-7000, ext. 200 or 304.***

Developmental Funding: USOE ESEA TITLE IV-C

JDRP No. 80-9 (6/17/80)

PUBLIC SCHOOL 137 BROOKLYN FOLLOW THROUGH: A Direct Instructional Model. Reading, writing, arithmetic, and language for economically disadvantaged children. Approved by JDRP for grades K-3.

Description The goal of this Follow Through project is to provide economically disadvantaged children with sufficient basic skills in reading and language to compete with their more fortunate peers for vocational and academic opportunities. To attain this goal, DISTAR materials are used for reading and language. The regular school subjects of handwriting, spelling, science, social studies, and health are also taught. All three DISTAR reading levels encompass decoding and comprehension; they are supplemented by a linguistic reading series with comprehension questions in grades 1-3 and by a basal reading series in grades 2 and 3. Arithmetic covers addition, subtraction, multiplication, division, and measurement and includes many story problems. The three oral and written language sequences include logical operation, grammatical analysis, and questioning strategies. In small-group lessons of 35-40 minutes, the teacher and aides use the DISTAR techniques of positive reinforcement, group and individual response, appropriate correction procedures, and teaching to mastery. Student progress is monitored for both quantity and quality of instruction. Criterion-referenced tests that are administered periodically are the basis for regrouping and staff training.

Contact ***Dorothy Meade, Coordinator; P.S. 137 Brooklyn Follow Through; 121 Saratoga Ave.; Brooklyn, NY 11233. (212) 455-7302.***

Developmental Funding: USOE Follow Through JDRP No. 80-50h (2/13/81)

RANDOLPH COUNTY FOLLOW THROUGH PROGRAM. An individual, sequential program of instruction in reading skills and math for student. Approved by JDRP for grades I-3, specially targeted toward low-income students.

Description The program is a sequential program of individual instruction, with emphasis on student self-management skills and classroom management techniques. The instructional program is based on the Individualized Early Learning Program (IELP) sponsored by the Learning Research and Development Center (LRDC), University of Pittsburgh. A readiness program entitled Primary Education Program (PEP), is utilized to develop basic skills in a hierarchical sequence, and includes classification, quantification, visual-motor, auditory-motor, and general motor, with numerals and letters. An individualized and adapted reading program, entitled the New Reading System (NRS), for grades 1-3, follows PEP. Students are introduced to letter sounds, then blending skills are stressed. After blending skills are mastered, students can work more independently, taped skills sessions are used along with small group activities. A skill program developed by LRDC is introduced to the students as they reach the highest levels of NRS reading. Individualized prescribed instruction in math (IPI) covers the basic math concepts in a structured spiraling curriculum. IPI uses a consumable, individual booklet format. This combined with the rote drill and speed of math maintenance enhance the development of mature mathematical thinking skills.

Contact ***Jacqueline Bright, Director of Federal Programs; Randolph County Board of Education; 40 Eleventh St.; Elkins, WV 26241. (304) 636-4120.***

Developmental Funding: USOE Follow Through 26 JDRP No. 77-149b (3/2/81)

READING—INDIVIDUALIZED REMEDIAL LABORATORIES. MATH—INDIVIDUALIZED REMEDIATION. A project designed to provide continuous diagnosis of student needs and daily prescriptions for learning improvement. Approved by JDRP as a reading program for children ages 6-18.

Description The reading laboratories have been developed for high concentration on improving of basic reading skills. A reading laboratory staffed by one special reading teacher accommodates 80-120 students daily for the entire school year. Each student's daily prescription includes two or more activities designed to meet his/her needs. Students' prescriptions include programmed and self-instructional materials purchased from a variety of vendors or developed by both consultants and project teachers. Emphasis is placed on inservice education, focusing on cognitive reading skills and on the management and use of individualized instruction in the classroom. Inservice education is provided through workshops, consultant classroom visits, and local supervisory service and support. The mathematics program provides systematic remedial instruction in areas of individual student weaknesses. A teacher works with 80-120 students daily in a specially equipped classroom. The mathematics laboratories focus on carefully selected essential concepts, skills and applications with number ideas and computation; an individualized approach to the instruction; a meaningful approach to learning content; careful monitoring of student achievement; and teacher guidance in a supportive atmosphere.

Contact *Virginia Morgan; Reading Laboratories; Dougherty County School System; P.O. Box 1470; Albany, GA 31702. (912) 436-6544.*

PROJECT R-3: Readiness, Relevancy and Reinforcement. A motivational basic skills program that interrelates the reading and mathematics curricula through gaming/ simulation activities involving career awareness.

Audience Aproved by JDRP for students of all abilities, grades 7-9. This program has also been used with elementary, high school, and alternative school audiences.

Description Project R-3 was jointly designed in 1967 by the San Jose Unified School District and the Education Systems Organization of Lockheed Missiles and Space Company with the help of consultants from San Jose State University. Its competency-based curriculum interrelates reading and mathematics and supplies reinforcement through gaming/simulation, intensive involvement (a three-day study trip), parental involvement, and an inservice training program for staff development. The main objective of Project R-3 is the upgrading of essential reading and mathematics skills. By deeply involving the students in classroom games and simulations, the program seeks to motivate them to achieve in learning experiences: to make them ready to learn, to make learning relevant, and to reinforce positive attitudes and behavior.

The project utilizes the diagnostic/prescriptive individualized approach in reading and math. Reinforcement of skill areas is provided through gaming/simulation activities that involve team learning, the decision-making process, and career awareness development.

Requirements Reading and mathematics teachers should have a knowledge of the diagnostic/ prescriptive approach to individualized instruction. Teachers must be receptive to team planning. All staff should develop expertise in gaming/simulation. Aproximately 50 hours of inservice work are accomplished by each staff member in a given year.

Costs The basic materials of a secondary-level reading program can be utilized. Specially prepared math contracts cost approximately $150 for a complete set of masters which can be duplicated. A complete set of consumable math contracts for 250+ students can be purchased for $6.00 per set ($.21 per contract). Eighteen simulation booklets containing teacher guide and student materials cost $8 per book. Other costs: reproduction of gaming/simulation activities and contracts; secondary instructional aides.

Services Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at the project site (costs to be negotiated). Training is also available at adopter site (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Pauline E. Perazzo, Director; 1635 Park Ave.; San Jose, CA 95126. (408) 287-1111 or 1112.***

Developmental Funding: State USOE ESEA Title III JDRP No. 74-13 (2/20/74)

THE RESPONSIVE EARLY CHILDHOOD EDUCATION PROGRAM (RECEP). A program of language, mathematics, and problem-solving for children in grades K-3. Approved by JDRP for children, grades K-3.

Description The Responsive Early Childhood Education Program is currently serving 1,100 children, grades K-3, who meet Follow Through and/or Headstart eligibility. An additional 550 children receive Responsive Education instruction as a result of their placement in Follow Through classrooms. The goals are to increase children's learning of the basic skills of language and mathematics and of problem-solving abilities; to stimulate the development of positive attitudes toward learning; and to foster culturally pluralistic attitudes and behaviors.

Special attention to the improvement of basic skills has characterized the Goldsboro project since its inception. Distinctive features include a basic skills personalized instructional program using trained volunteers and comprehensive test results.

RECEP is based on the belief that all children have an accumulated learning base upon which additional knowledge and skills can be developed. The evaluation component of this program provides the teacher with specific information for each child that describes his/her strengths and weaknesses. Individual student needs are assessed, and standardized test scores are regularly compared with those of children elsewhere in the country.

Contact ***Winnie D. Brewington, Director: The Responsive Early Childhood Education Program; Goldsboro City Schools; P.O. Box 1797; Goldsboro, NC 27530-0038. (919) 734-0561.***

Developmental Funding: USOE Follow Through

JDRP No. 77-154b (2/4/81)
Recertified (4/85)

SAN DIEGO CITY SCHOOLS FOLLOW THROUGH: A Direct Instructional Model. Reading, mathematics, and oral and written language for economically disadvantaged children in grades K-3. Approved by JDRP for grades K-1.

Description DISTAR instructional materials are used as the vehicle for attaining this program's goal of giving economically disadvantaged children a firm foundation in reading, math, and oral and written language. In the three-level reading sequences, decoding, comprehension, and reading for new information are the focus. Arithmetic covers addition, subtraction, multiplication, fractions, regrouping, column addition, and long division and includes story problems. The language of instruction, logical processes, sentence analysis, and usage are among the topics of the language sequences. When the children have mastered the DISTAR lessons, they move into the Houghton-Mifflin reading and Houghton-Mifflin math series. Small groups spend 30-40 minutes daily on each subject and additional time on social studies, spelling, science, and handwriting. Classrooms are staffed by a teacher and two aides trained in the DISTAR techniques of positive reinforcement, group and individual response, appropriate correction, and teaching to mastery. Criterion-referenced tests and careful monitoring are integral to the program.

Regular staff development, support services, and a parent program of special activities including school volunteer work are other features of this program.

Contact ***Kathie Leach, Coordinator; San Diego City Schools Follow Through; Bandini Center; 3550 Logan Avenue; San Diego, CA 92113. (714) 234-3357.***

Developmental Funding: USOE Follow Through

JDRP No. 80-50g (2/13/81)
Recertified (6/85)

SCHOOL VOLUNTEER DEVELOPMENT PROJECT. A delivery system of school volunteer services that directly addresses critical learner needs for grades 2-6 in reading and mathematics.

Audience Approved by JDRP for students in grades 2-6 who are functioning one or more years below national norms in reading and mathematics. It has also been used in grades K-1 and 7-12.

Description The School Volunteer Development Project includes an overall plan for a delivery system of volunteer services and the accompanying support materials, recruitment procedures to generate a resource pool of volunteers, training for volunteers and teachers who use these services, and evaluation of each phase of the project, along with an overall evaluation of the system. The system, designed to locate, process, and evaluate volunteer services in Dade County (Florida) Public Schools, is transportable and easily adoptable in rural or urban settings.

The community is the backbone of the project, with volunteers selected from high school and college students, parents, senior citizens, and community-minded people from business and industry. Orientation and preservice training for volunteers is provided in addition to inservice training for classroom teachers.

This project also has the capability to recruit, train, and place volunteers in classes for the educable/trainable mentally retarded and learning-disabled.

The multimedia Starter Kit for the utilization of volunteer services contains two adminstrative reference books, handbooks, and training materials (one filmstrip-tape) for training volunteers, teachers and administrators. Three training modules with tapes, a course outline for cross-age tutor training, and two additional reference books are offered as optional items.

Requirments The basic requirements for adoption are that a school or district purchase the project materials, appoint a person (staff or volunteer) to coordinate the program, provide training for that person in the implementation of the program, and operate the program in at least one school for one year.

Costs Based on a paid coordinator, the total per-pupil cost per school year is $2.25 ($.31 for start-up,$ .38 for management, $1.56 for operation). This cost can be reduced to approximately .70 if the adopting school or district uses a staff member or volunteer to coordinate the program.

Services Awareness materials are available at no cost. Visitors are welcome at project site on the third Thursday and Friday of each month. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (all expenses must be paid). Training is also available at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact ***Johanna Goetz, Coordinator of Training; School Volunteer Development Project; 1410 N.E. Second Ave.; Miami, FL 33132. (305) 371-2491.***

Developmental Funding: USOE ESEA Title III

JDRP No. 75-79 (12/18/75)

STUDENT TEAM LEARNING. A set of instructional techniques placing students in four- or five-member heterogeneous learning teams to master basic skills.

Audience Approved by JDRP for students grades 3-12.

Description Student Team Learning (STL) consists of three major techniques: Student Teams-Achievement Divisions (STAD), Teams-Games-Tournament (TGT), and Jigsaw. All three require students to work in learning teams that are heterogeneous in terms of sex, race, and past performance. In STAD, students study worksheets in their teams following a teacher presentation. Then they take quizzes individually to demonstrate how much they have learned. The student's quiz scores are summed to form a team score, which later is printed in a weekly newsletter. TGT is similar to STAD, except that students display their learning by playing academic games instead of taking quizzes. In Jigsaw, students become "experts" on topics relating to narrative material they have read and teach these topics to their teammates. STL is the umbrella term for these three programs. STAD is approved for language arts and TGT for language arts and math, and the STL program as a whole is approved for intergroup relations.

Student Team Learning can be used with the teacher's manual and teacher-made curriculum materials alone. Inexpensive materials in mathematics, language arts, and nutrition are available (see below). The techniques are very practical. They are in use in hundreds of schools across the U.S.

The effects of Student Team Learning on intergroup relations are strong and consistent, because the team goal and team interactions allow students to view one another positively. There is no specific mention of race or ethnicity in the program. Because the program is inexpensive, takes no more class or teacher time than traditional methods, and increases achievement as well as improving intergroup relations, it can be used as a regular part of class instruction in any subject.

Requirements Individual teachers can implement TGT through use of teacher's manual and construction of own worksheets and games. For school or district implementation, there should be general awareness training followed by workshop training (two days). If TGT's published curriculum materials are used, no teacher development of materials is required.

Costs Basic starter kit for use with teacher-made worksheets and games is available for $5. Objectives-based curriculum materials (worksheets and game sheets) available for reproduction: Language arts, grades 3-8, 100 objectives, $40; 20 usage objectives, $20. Mathematics, grades 3-8, 20 basic objectives per grade level, $20 per grade level.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites out of state. Project staff are available to attend out-of-state awareness meetings, and/or training at the adopter site. The cost for this service is $250 per day plus expenses. Training is conducted at the project site at a cost of $50 per person per day. Implementation and follow-up services are available to adopters ($250/day).

Contact ***Barbara A. Bennett, Dissemination Coordinator; Center for Social Organization of Schools; 3505 N. Charles St.; Baltimore, MD 21218. (301) 338-8249.***

Developmental Funding: NIE

JDRP No. 75-81 (75), 78-199a (79)
79-12 (4/17/79)

A SYSTEMS APPROACH TO INDIVIDUALIZED INSTRUCTION (SAII). A systematic instructional program in reading and mathematics.

Audience Approved by JDRP for students of all abilities, grades 1-6. It has also been used in other settings with grades 7 and 8.

Description SAII has developed crierion-referenced tests and learning modules for 155 reading skills (e.g. readiness, phonics, syllabification, and structural analysis) plus 200 criterion-referenced tests and learning modules for the computational skills of mathematics.

The project has also developed sets of teacher questions and student worksheets to accompany over 400 paperback books (e.g., Profiles in Courage, Henry Huggins, Little Red Hen). Each set of questions has been divided into lessons with each lesson having questions on five levels of comprehension: recall, interpretation, extrapolation, analysis, and evaluation. A set of two handbooks is available to help the teacher manage the component parts. The program can be adapted to the areas of diagnosis (criterion-referenced—math and reading) or basic skill development (learning modules in reading and math or comprehension components of reading).

Requirements A one- to three-day preadoption workshop is required. Consultant help is available at cost. SAII is implemented by the regular classroom teacher. The reading component requires two teachers, the math component, one. Master tapes—available for reproduction—are required for the reading component.

Costs Print-ready set of project materials is available at cost. Diagnostic tests: reading, $20; math, $24. Learning modules: reading, $70, math $120; comprehension questions, $165; games to accompany reading learning modules, $20.

Services Awareness materials are available. Visitors are welcome October through March. Training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs). Training is conducted out of state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

Contact ***Charles L. Barker; Josephine County School District; 706 N.W. "A" St.; Grants Pass, OR 97526. (503) 476-1484.***

Developmental Funding: USOE ESEA Title III

JDRP No. 15 (4/4-5/73)

TRAINING FOR TURNABOUT VOLUNTEERS. A cross-age tutor-training program that prepares students in grades 7-9 to serve as reading or math tutors with students in grades 1-6 who are achieving below grade level. Approved by JDRP for tutors in grades 7-9 to tutor grades 1-6.

Description The Training for Turnabout Volunteers (TTV) project includes an extensive multimedia training program as well as an overall plan for a delivery system for cross-age tutors. As the training program is structured, students in grades 7-9 participate in a total of 26 training sessions which provide them with tutoring skills and strategies that can be applied within the tutee's basic skills curriculum. The training program is divided into three mini-courses: General Volunteering Skills (GVS), Tutoring in Reading, and Tutoring in Math. Each mini-course consists of a series of videotaped lessons for initial concept development, mini-paks (workbooks) with practice and extension activities for the tutor, and reinforcement activities that can be used by the tutors with their tutees. After preservice training in the GVS mini-course, students attend inservice training in the reading or math mini-course once a week and tutor four times. The TTV delivery system for cross-age tutors includes procedures and support materials for recruiting, screening, and placing cross-age tutors, training for the teachers who direct their activities, and strategies for monitoring and evaluating the program. The TTV project is transportable and easily adoptable since it requires no special staffing, facilities, or curriculum. TTV is used in conjunction with the adopting school or district's reading or math program and can be dovetailed into the school's program as an elective or extra-curricular activity.

Contact ***Johanna Goetz, Coordinator; Training for Turnabout Volunteers; Dade County Public Schools; 1410 N.E. Second Ave.; Miami, FL 33132. (305) 371-2491.***

Developmental Funding: USOE ESEA Title IV-C and Local JDRP No. 81-11 (6/2/81)

TRENTON FOLLOW THROUGH: Behavior Analysis Approach. A complete program in the basic skills of reading, arithmetic, handwriting, and spelling. Approved by JDRP for students of all abilities, grades K-3, and their parents, especially from low-income families.

Description The Follow Through program uses a wide array of systematic techniques involving the precise use of positive reinforcement to attain clearly stated instructional objectives. The program introduces reading, arithmetic, handwriting, and spelling at the kindergarten level and emphasizes the continued mastery of these skills through the third grade. Augmented classroom staff, including a certified lead teacher, a teacher's aide and a parent educator, allow for small-group instruction. Programmed instructional materials are used to enable each child to progress at his or her own maximum rate. A high level of motivation is maintained with a token and contract system used by all members of the teaching team. The curriculum materials used in the Trenton program have been selected for their capacity to accommodate a continuous-progress monitoring system. Parents are involved in the Trenton program as classroom instructional personnel and as participants in the Policy Advisory Council. Parents are invited to become an integral part of their children's education. As parent educators, their primary instructional duties focus on the teaching of handwriting and spelling (for a five-month term). Each parent educator participates in a five-day training sequence. School Nurse Practitioners provide a complete health history, physical assessment, hematology studies, and dental and vision screening, with follow-ups to each child enrolled in the program.

Contact ***Dorothy N. Barber, Project Coordinator; Follow Through Program; Trenton Board of Education; Administration Building; 108 N. Clinton Ave.; Trenton, NJ 08609. (609) 989-2876.***

Developemental Funding: USOE Follow Through

JDRP No. 77-139 (8/26/77)

PROJECT UNDERSTAND: Arlington's Chapter I Program. A program to help strengthen reading, language, and math skills in children in grades K-8 scoring at or below the 40th percentile in reading and language arts and math for whom a supplementary learning experience best meets their academic needs.

Description A fundamental aim of this program is to help strengthen reading, language, and math skill development in K-8 target children. A weighted student checklist is used to identify those students who will participate in the program. Participating students come to a center for 150 minutes of instruction per week. Students are seen on a one-to-one basis if their needs require it, but the majority are seen in small groups (up to six) to encourage collaborative learning and interaction. Although the evaluation design for the project is tightly structured, the staff is humanistic in its approach, working from students' strengths rather than weaknesses. Centers appear informal and are run on a workshop basis enabling individual progress and small-group activity to flourish simultaneously. Staff are allowed great latitude in the decision-making process, not only when writing the project, but also when ordering instructional materials for the individualized needs of their students and schools. An orientation precedes each regular school year program. Regular staff meetings (where staff exchange instructional strategies) and inservice sessions are held two afternoons per month, when all students are released early. The program works to increase parental involvement, thus fostering collaboration and understanding between school and home life.

Contact *Jane E. Faley, Chapter I Director; Arlington Public Schools; 869 Massachusetts Ave.; Arlington, MA 02174. (617) 646-1000, Ext. 3143.*

Developmental Funding: USOE ESEA Title I JDRP No. 74-121 (12/16/74)

UPSTAIRS SCHOOL. An alternative program intended to improve the reading, math, and English ability of educationally disadvantaged students. Approved by JDRP as a reading program for students, grades 9-11, two or more years below grade level.

Description The Upstairs School is designed to take the student from "where he/she is" to grade level in reading comprehension, vocabulary and basic math skills. Improving student self-concept and self-confidence is another important goal. The philosophy of the program is that students would learn if they could and if teachers were willing to commit themselves to providing the necessary structure and love. An atmosphere of work, trust, concern and loving care is unique to the program. All students are working. All are enrolled for one 50-minute period in the area of their needs. Students enter, leave, and return as necessary. Reading is taught in an open-space classroom divided into four teaching stations plus a central lounge area for individualized-interest reading. Reading students study phonics, letter formation, creative writing, dictation of phrases, vocabulary and oral reading; they master lists of words from stories; they learn to read for information through one-minute reading exercises followed by 10-question tests. Math class emphasizes the basic skills of addition, subtraction, multiplication, and division, using timed drills and worksheets. Teaching aids include calculators, digitors, and "thinking" exercises. Topics covered include decimals, fractions, percents, averages, and algebra. The English basic skills lab covers such skills as listening, following directions, dictionary usage, writing, library and map skills, spelling, and grammar. Individual records keep the student constantly aware of competencies met.

Contact *George A. Galati, Project Director; 6941 N. Central; Portland, OR 97203. (503) 286-1260.*

Developmental Funding: USOE ESEA Title I 34 JDRP No. 30 (4/4-5/73)

UVALDE FOLLOW THROUGH; A Direct Instructional Model. Language, math, reading, and spelling for disadvantaged children requiring structured instruction. JDRP approved for grades K-3. Now the program is used only in grades 1-3.

Description This Direct Instruction program strives to teach essential skills and problem-solving strategies to disadvantaged students so that in three years they can function at or near the level of their more fortunate peers. The program also accommodates children who already possess many language skills, because its built-in mastery tests and skipping schedules allow these children to move ahead as they are able. A classroom teacher and a paraprofessional teach with the Direct Instruction materials, which include DISTAR language, reading, math, and spelling mastery skills. Children are placed in homogeneous groups of five to ten, where they are paced according to ability and reinforced for their success. The small-group setting enables teacher and aide to monitor individual needs and use systematic reinforcement and management principles each child success. Children needing extra help are tutored by adults and peers. Criterion-referenced progress tests are given to children every two weeks by a trained tester. To ensure quality teaching, local supervisors conduct classroom observations and provide inservice throughout the year. The program includes a parent involvement component.

Contact ***Kathy Knippa, Director; Uvalde Follow Through; P.O. Box 1909; Uvalde, TX 78801. (512) 278-6812.***

Developmental Funding: USOE Follow Through

JDRP No. 80-50i (2/13/81)

WATERLOO FOLLOW THROUGH; Adaptive Learning Environments Model (formerly Individualized Early Learning Program). An individualized sequential program of instruction in readiness skills and classroom management.

Audience Approved by the JDRP for children in grades K-3; especially adaptable to low-income students.

Description The Waterloo Follow Through project provides a sequenced program of adaptive instruction with emphasis on student self-management skills and classroom management techniques. Active parent participation is stressed.

The instructional program is based on the Adaptive Learning Environments Model (ALEM) sponsored by the Learning Research and Development Center (LRDC), University of Pittsburgh. A readiness program (emphasizing basic skills in a heirarchical sequence) includes classification, quantification, and four perceptual areas: visual motor, auditory motor, general motor, and letters and numerals. An adaptive classroom management program for grades 1, 2 and 3 follows the readiness program.

Staff training is provided for increasing teacher and teacher-associate skills in diagnosing individual student learning needs, prescribing, record keeping, and organization and management of an individualized classroom setting. The development of instructional materials and teaching strategies that provide a variety of paths for student attainment of objectives is stressed.

Requirements The Waterloo Follow Through instructional programs can be adopted by a single classroom unit or by several units. The PEP readiness program may be adopted as separate components. Pre-adoption training, teacher-associate services, limited special classroom equipment, and construction of learning materials are necessary. Adopter site must provide a liaison person. Pre and post data are recommended.

Costs Program materials: Readiness, $1032 per classroom for start-up, $100 per classroom for maintenance.

Services A Follow Through Resource Center. Awareness materials are available at no charge. Visitors are welcome by appointment. Awareness conferences and training services are available at project or adopter site (costs to be arranged). Training manuals and implementation materials are available at cost. No Follow Through funds are available for assisting adopter sites. Field visitations can be made by Waterloo staff (costs to be arranged).

Contact ***Dorothy Winter, Project Director; Follow Through Resource Center Project; Waterloo Community Schools; 1516 Washington St.; Waterloo, IA 50702. (319) 233-8461.***

Developmental Funding: USOE Follow Through JDRP No. 77-148 (9/6/77)

WAUKEGAN FOLLOW THROUGH DEMONSTRATION RESOURCE CENTER. A behavioral analysis approach program emphasizing the basic skills of reading, math, spelling, and handwriting.

Audience Approved by JDRP for students of all abilities, grades K-3; especially for low-income disadvantaged students.

Description The Waukegan Behavior Analysis Follow Through program has reversed the trend among low-achievers in grades K-3 through emphasis on the basic skills—reading, math, spelling, and handwriting. The program promotes active parent participation in their children's education.

The Behavioral Analysis Follow Through model used in Waukegan was developed at the University of Kansas. Components of the model are: emphasis on basic skills, positive reinforcement techniques, continuous progress monitoring, and parent involvement.

The program introduces reading, mathematics, spelling, and handwriting at the kindergarten level and emphasizes continued mastery of these skills through the third grade. Programmed instructional materials are used at the project site for reading and spelling because they enable each child to progress at his or her own rate. Other curriculum materials can be used if adapted. A high level of motivation is maintained through use of a token economy or contract system by all members of the teaching staff.

Teachers and assistants are trained in the use of positive motivation techniques. Parents are encouraged to become classroom assistants and they are given priority for employment.

Requirements Signed contract clarifies adopter commitment to replication of major program components (emphasis on basic skills, positive reinforcement techniques, continuous progress assessment, use of teaching assistants). Adopters provide at least one teaching assistant per classroom, assume financial commitment, and designate one person as local coordinator. Required training varies with number of components adopted: 1-3 days of preservice, 3-5 days of hands-on (inservice) training. School principal must be well enough acquainted with program to monitor progress. Adopter curricula must be compatible with program goals.

Costs Cost of implementaion varies with number of components adopted, available staff, and existing curriculum materials. Cost drops after first year.

Services A Follow Through Resource Center. Awareness booklets, brochures, and fact sheets are available at no cost. Awareness filmstrip-cassette is available on loan. Project staff are available to attend out-of-state awareness meetings. Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site. Training materials for reading, math, classroom management, and parent involvement are free to adopters. Follow-up and evaluation assistance are available free to adopters.

Contact ***Harry Bowen, Follow Through Director; Waukegan Public Schools; 1201 N. Sheridan Rd.; Waukegan, IL 60085. (312) 336-3100, ext. 418, 419.***

Developmental Funding: USOE Follow Through JDRP No. 77-126 (8/19/77)

THE WEEKSVILLE SCHOOL/BANK STREET COLLEGE FOLLOW THROUGH PROGRAM. Focuses on the development of the child and family. JDRP approved for K-3 children of all abilities and their families.

Description The program seeks to prevent early school failure and develop student attitudes that enable him/her to maintain academic competencies throughout the school years. Diagnostic teaching in the language and reading areas and an integrated curriculum are developed by Bank Street College. Periodic review and evaluation of the children's progress is made by an interdisciplinary team with parent cooperation. Emphasis is placed upon understanding each child's strengths, prior learning, competencies, needs and learning style. The daily instructional program is organized around individual, small- and large-group instruction, and child-initiated activities. With social studies as the core, other curriculum areas are interwoven in study of the child's immediate environment that later extends to the larger environment. A wide variety of materials is used. Classroom and curriculum management are based upon agreed limits, with children participating in discussions and understanding the reasons for decisions. Ongoing workshops and parent-training programs are designed for greater parent understanding and participation. The program maintains a curriculum resource room and a children's ethnic heritage resource room. The Follow Through Program team consisting of school and community key personnel facilitate the process of adult learning through demonstration, team planning, workshops and supportive techniques. This program has served as a model for the N.Y.C. all day kindergarten program and a model for other urban and rural sites K-3.

Contact ***Cynthia Jacobson; Coordinator, Follow Through Program or Marguerite Thompson; Facilitator, Weeksville/Bank Street College Follow Through Resource Center; P.S. 243; 1580 Dean St.; Brooklyn NY 11213 (212) 773-2800.***

Developmental Funding: USOE Follow Through JDRP No. 77-156 (9/12/77)

WEST HILLS FOLLOW THROUGH PROJECT. Comprehensive services for low-income families and children with preschool experience. Approved by JDRP for grades K-3.

Description The goal of this program is to help children become confident, inventive, responsive, and productive people. To achieve this goal, it uses a multidimensional learning process for adults and children that features assessment of each child and an individualized program based on consultations among the entire teaching team. This team consists of the classroom teacher, teaching assistant, staff developer, psychologist, social worker, parents, nurse, speech therapist, community worker, and Bank Street College of Education advisor. Social studies, emphasizing the children's environment and the people in it, supplies the framework for the curriculum. Children ask questions and find their own answers through first-hand experiences on field trips and through interviews. Children practice language and math skills. Classroom life and discussions help to develop problem-solving skills. Instruction in reading follows the language experience approach and is supplemented by basal readers and trade books. Math concepts and logical thinking are taught by means of manipulative materials, charts, graphs, computation, and problem solving stories. Parents are involved in their children's school life. They volunteer in the classroom; they are members of the Policy Advisory Committee, which gives them an active voice in school program policy decisions; and they participate in activities that develop their own interests, skills, careers and help them understand how their children grow and learn.

Contact ***Audrey P. Tiani, Director; West Hills Follow Through Project; c/o West Hills School; 311 Valley St.; New Haven, CT 06511. (203) 787-6456.***

Developmental Funding: USOE Follow Through JDRP No. 77-156g (4/24/81)

WILLIAMSBURG COUNTY FOLLOW THROUGH. A Direct Instructional Model. Basic reading, arithmetic, and oral and written language for economically disadvantaged rural children. Approved by JDRP for grades K-3. Approved grade levels are based on claims for children in the program for four full years.

Description This Follow Through project provides economically disadvantaged children with skills in reading, arithmetic, and oral and written language. The principal means strategy this goal is the three-level programmed DISTAR Instructional System in reading, language, and arithmetic. The full curriculum also includes science, social studies, spelling, art and health education. The three reading levels teach word attack, comprehension, inference, fluency, and accuracy. In grade 3, the school-selected reading curriculum is introduced. The arithmetic sequence begins with basic addition and subtraction concepts and continues through subtraction with regrouping, column multiplication, and long division. School language, vocabulary, and logical processes are taught in the first levels of the language program. Level III language expands vocabulary development and logical processes and teaches grammar, punctuation, and creative writing. Two special features of this program are daily individual reading rate and accuracy practice and a goal projection system by which teachers assign and evaluate monthly progress and mastery goals for each child. Children spend 35 minutes daily in each instructional area. One teacher and one aide in each classroom instruct children in groups of five to twelve. Teaching to mastery, systematic correction procedures, group response, individual turns, and positive reinforcement are prescribed teaching techniques. Children are given criterion-referenced tests every six weeks.

Contact ***Eddie Allen Woods, Sr., Director; Williamsburg County Schools; 417 School St.; Kingstree, SC 29556. (803) 354-9926.***

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